

shpaRegistrar Training Program

COMMON FRAMEWORK

2023

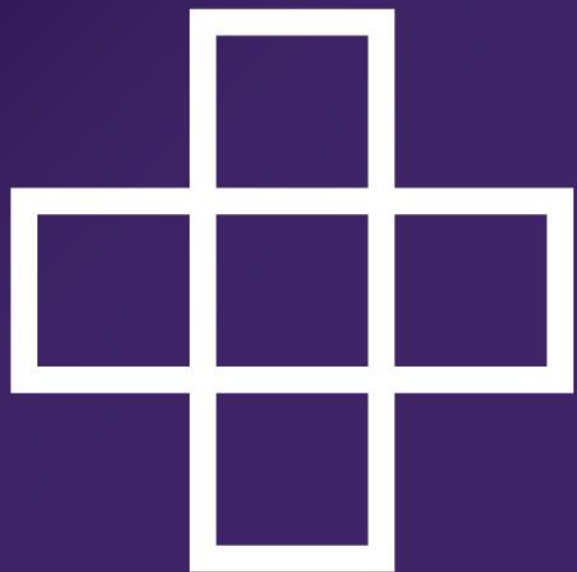


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GLOSSARY OF TERMS

Australian & New Zealand College of Advanced Pharmacy (ANZCAP) – recognises the specialty skills and experience of pharmacy practitioners across Australia and New Zealand as Residents, Registrars and Consultants. Recognition is based on the competencies within the National Competency Standards Framework for Pharmacists in Australia, 2016.

Registrar Training Program (Reg-TP) – a two-year structured training program for pharmacists designed to develop their practice towards ANZCAP Registrar performance and facilitate specialisation. The aim of the Registrar Training Program is to enable pharmacists to provide expert pharmaceutical care in their defined practice area.

Registrar candidate – a pharmacist with 3-7 years of hospital experience, performing at ANZCAP Resident level or equivalent, who is undertaking the Registrar Training Program at an accredited workplace. The Registrar Training Program may also be suitable for pharmacists with more than 7 years of experience if they are moving into a defined or specialised area of practice.

Registrar Training Program Mentor (Internal Registrar Mentor) – a senior pharmacist responsible for regular coaching, mentorship and assessment / evaluation of the Registrar candidate across their program. The Registrar Mentor is required to demonstrate performance at ANZCAP Registrar or ANZCAP Consultant level by either formal ANZCA recognition or through assessment of their experience by SHPA, with primary practice in the Registrar Training program speciality area. The Registrar Mentor ideally is co-located with the Registrar candidate, however, for certain sites and programs, another arrangement may be found.

Competency – as per the National Competency Standards Framework for Pharmacists in Australia, 2016.

Curriculum – the structured training plan for a Registrar candidate encompassing the knowledge, skills, experience and behaviours required to perform as an ANZCAP Registrar. The curriculum is practice focussed and covers the range of enabling competencies across expert practice, communication, leadership and management, research and education domains.

External Mentor – a mentor external to Registrar candidate's pharmacy department, whose role is to provide support and insight into the Registrar candidate's role in the practice pathway, as well as assurance that the Registrar candidate's performance, from an external perspective, is in line with expectations for staff in that area.

Line Manager – the senior pharmacist responsible for day-to-day management of the Registrar candidate. Usually, this will be the Registrar Mentor, however, the Line Manager may be another suitably qualified pharmacist able to support the Registrar candidate's development (in cases where a mentor is located off-site, or in accordance with the department's organisational structure).

Pathway – the defined practice area in which the Registrar candidate will complete their program.

Training Program Lead – a senior pharmacist with demonstrable experience in clinical pharmacy and clinical education who is responsible for the organisation, delivery and review of SHPA Training Programs at the organisation. The Training Program Leader may be the Registrar mentor if their position is relevant to the Registrar training program practice area and fulfils the roles and responsibilities outlined (see Registrar mentor).

Training Program Site – the workplace at which the Registrar candidate undertakes their Registrar Training Program. The site must have current Core Accreditation for Residency Programs with SHPA (or current accreditation for Foundation Residency granted prior to 2020) and Registrar Training Program Approval.

- **Core Accreditation** – (outlined in SHPA Accreditation Standards for Pharmacy Residency Programs, 2020) stage 1 of accreditation whereby a pharmacy department or health service must demonstrate that the physical, departmental and cultural attributes of the department are aligned with SHPA's standards with respect to staff development and education to become an SHPA-accredited Training Program site.

- **Program Approval** – (outlined in SHPA Accreditation Standards for Pharmacy Residency Programs, 2020) stage 2 of accreditation which determines whether the individual program is suitable based on program-specific attributes and requirements. Program Approval includes the Residency Training Program and individual Registrar Training Program pathways.

Workplan – the rostered plan for the Registrar candidate at the Registrar Training Program Site. The workplan should outline the areas the Registrar candidate is rostered to, and the expected duration spent in those areas. If the Registrar candidate is rostered to more than one area concurrently, the workplan must also indicate the split of time across these areas.

INTRODUCTION

The SHPA Registrar Training Program provides a two-year structured workplace training program supporting pharmacists to achieve ANZCAP Registrar recognition (in their chosen speciality area) using the [National Competency Standards Framework for Pharmacists in Australia 2016](#).

The Registrar Training Program Common Framework outlines:

- The core features necessary for a pharmacy department to deliver a Registrar Training Program pathway
- The defined activities and workplace-based assessments to support and demonstrate a Registrar candidate's attainment of knowledge, skills, experiences and behaviours at the required performance level

ANZCAP recognition consists of three recognition stages (Resident, Registrar and Consultant). Examples of pharmacist characteristics and skills at each stage is outlined below. **Please note, these are indicative examples only, there will be practitioners at each of the performance levels below who have different characteristics.**

Training Program Registrar candidates should demonstrate ANZCAP Resident characteristics and skills in the defined practice area at the start of their Registrar Training Program and ANZCAP Registrar characteristics and skills by the end of the two-year training program.

- ANZCAP Resident
 - Has at least 2 years of general, foundation post-registration experience
 - Has experience and skill in pharmacy practice
 - Provides direct services and education to patients, pharmacy staff (including students, intern pharmacists) and other healthcare professionals
 - May be involved in research projects in collaboration with research supervisors and more experienced staff
 - Has an understanding of organisational and clinical governance and participates in working groups / committees
- ANZCAP Registrar
 - Has at least 3-7 years post-registration experience, with at least 2 years of experience in their defined practice area
 - Provides input into service / program delivery and is beginning to influence local practice
 - Contributes to the review and development of policies and guidelines
 - Has acknowledged expertise in their practice area at a local level
 - Involved in education beyond the immediate team, which may include input in undergraduate coursework development and facilitating CPD activities (seminars, workshops, presentations) for the pharmacy profession / other health professionals
 - Experience in research as a project lead / supervisor, and may include establishing interprofessional links
 - Responsible for the training, orientation and performance development of staff (pharmacists, technicians) – role may include line manager / team leader responsibilities
 - Provides input into risk management and responds to local level incidents
- ANZCAP Consultant
 - Has at least 5 years of experience in the defined practice area, and often more than 10 years of experience
 - Recognised as a leader in the defined practice area nationally or internationally
 - Representative on local and external committees and special interest groups
 - Leads and shapes the service delivery for the defined practice area in the workplace / organisation, and carries accountability for service provision in their practice area

- Experienced in leadership and management of staff and / or service, including resource allocation and recruitment
- Key responsibilities in developing guidelines and strategies at a local level and beyond
- Sets standards of practice and reviews key performance indicators
- Oversees the training and performance of team members and has an impact on the design and delivery of education programs on a state-wide or national level
- Acts as research project supervisor or peer reviewer

CORE FEATURES

1. REGISTRAR TRAINING PROGRAM SITE SET-UP

Program Rules / Prerequisites for Registrar Training Program home site – refer to the SHPA Residency Program Accreditation Standards – 1) Core Accreditation and 2) Registrar Training Program - Program Approval

<p>The pharmacy department / Training Program Site at which the Registrar candidate is employed is SHPA-accredited (Core Accreditation, or Foundation Residency Accredited prior to 2020)</p>	<p>Estimated timeframe for accreditation: 4 to 8 weeks</p>
<p>Prior to commencing, each Registrar candidate's pathway to be approved by SHPA</p> <p>The Registrar Training Program pathway:</p> <ul style="list-style-type: none"> • may be approved and the site then recruits a suitable candidate to the Registrar Training Program position with SHPA approving the job description or job advertisement, or • may be designed by the workplace and a prospective Registrar candidate in collaboration, with an appropriate developmental pathway and workplan identified and approved by SHPA. 	
<p>Each Registrar Training Program pathway must have a defined practice area. This area can be generalist or specialist in scope. Specialty areas should be aligned to the SHPA Specialty Practice Streams.</p> <p>SHPA will develop model Practice Area Frameworks for defined specialties. Where a Registrar Training Program pathway maps to an existing model Practice Area Framework, these should be used in lieu of the Common Framework to inform the local Registrar Training Program.</p>	
<p>The Registrar candidate's position in the site's organisational structure should enable the Registrar candidate to line manage other staff, where possible. This may include direct line management of pharmacist's junior to the Registrar candidate, or significant responsibilities for the line management or direct training of interns or technicians.</p> <p>Where the Registrar candidate's position does not carry line management responsibilities for others, suitable alternatives include assisting senior staff in the department in performance management activities (if appropriate with the Registrar candidate's role and the department's standards) and promoting improved performance amongst team members.</p>	
<p>The Site and SHPA agree on a suitable Registrar Training Program Mentor (Registrar Mentor). The Registrar Mentor is required to demonstrate performance at ANZCAP Registrar level or above with a practice area highly relevant to the proposed Registrar Training Program. If ANZCAP recognition or advancing Practice credentialing has not been obtained, SHPA will approve the program providing the proposed mentor submits evidence demonstrating suitable experience (as assessed by SHPA).</p> <p>Models for the Mentor-Registrar candidate relationship are:</p> <ul style="list-style-type: none"> • the Registrar Mentor is a senior pharmacist currently engaged in the practice area within the organisation, who will be directly supervising the Registrar candidate • if the organisation does not have a single pharmacist who meets the above Registrar Mentor requirements, then SHPA may approve another senior 	<p>Estimated timeframe for Registrar Training Program Mentor approval: up to 4 weeks (if external)</p>

<p>pharmacist within the organisation to provide the Registrar candidate with additional support alongside the Registrar Mentor for certain Registrar Training Program requirements (e.g. an organisation's Research Pharmacist to support a Registrar Mentor with only limited research experience). The roles and responsibilities of each pharmacist providing mentor support to the Registrar candidate should be clearly defined at commencement of the Registrar Training Program</p> <ul style="list-style-type: none"> • if the organisation does not have a suitable senior pharmacist to mentor the Registrar candidate, a Registrar Mentor can be identified from another health network in Australia, preferably within the same state • one Registrar Mentor may provide support to more than one Registrar candidate if appropriate and practicable • sites or prospective Registrar candidates unable to identify a suitable Registrar Mentor should contact the SHPA for guidance around identifying suitable individuals 	
<p>The Registrar Training Program Site selects Registrar candidates based on local recruitment policies</p> <ul style="list-style-type: none"> • the work setting and roles and responsibilities of the Registrar Training Program should be stipulated in the position description or on a document to supplement the position description • the Registrar Training Program Site develops a workplan for each Registrar candidate • SHPA will approve the Registrar candidate's workplan for the period of the training program • the workplan should align strongly with the defined practice area, with at least 18 months of the 2-year program spent in a working environment directly linked to the defined practice area • the workplan must enable the Registrar candidate to meet all the requirements set out in the Registrar Training Program Common Framework or relevant Practice Area Framework if applicable 	<p>Timeframe: Training Program Site-dependent</p>
<p>The Registrar candidate, Registrar Mentor and Training Program Leader will maintain SHPA membership for the period of the residency.</p>	

Workplan requirements for Registrar Training Program pathways

Sites will develop a workplan for each Registrar candidate which will enable the Registrar candidate to acquire and demonstrate the competency, skills and knowledge outlined within the Registrar Training Program Common Framework through practice-based learning and professional development opportunities. Registrar candidates are expected to demonstrate ANZCAP Registrar competency and knowledge by the end of the two-year training program. Workplans may be modified to suit the structure and needs of the organisation and the needs of the Registrar candidate, following the guidance and requirements given below. Specialty Registrar candidate should refer to the relevant model SHPA Practice Area Framework for workplan requirements.

The duration of the workplan is 24 months if working on a full time equivalent (FTE) basis. Where individuals are working part-time, the program can be extended accordingly on a pro rata basis. The workplan should include all usual amounts of leave: up to 5 weeks of annual leave, public holidays and sick leave. SHPA should be notified if the Registrar candidate is taking more than 3 months of leave in a calendar year as this may require an extension to the workplan.

The Registrar candidate may spend up to 6 months in a practice area not directly linked to the defined Registrar Training Program pathway that will add to and / or complement the Registrar candidate's core experience (classified as an *Elective Rotation*).

Upon program commencement, the Registrar candidate is required to submit their workplan to SHPA with Director of Pharmacy (or delegate) sign-off ([see Appendix 2: forms](#)).

External Mentor

The Registrar candidate and Training Program Site are required to nominate an external mentor, from outside their pharmacy department, in addition to the primary Registrar Mentor. Examples of this are:

- a specialist medical practitioner or senior nursing staff for Registrar candidates practicing in clinical areas
- clinical trials – a clinical trials nurse or principal investigator
- compounding services – a senior compounding pharmacist external to the organisation
- education services – an allied health or nursing clinical educator, or organisational director for training and education
- leadership and management – a health services manager, department head or director / deputy director external to the pharmacy department
- Medicines Information – a clinical pharmacologist or toxicologist (or registrar), a senior pharmacist clinician who works in close liaison to the local Medicines Information (MI) service

Prerequisites for Registrar Training Program candidates

Registrar Training Programs rely on the Registrar candidate having general, foundation level expertise and experience prior to commencement.

Specifically, prospective Registrar candidates are required to have either:

- completed a SHPA Resident Training Program (or SHPA Foundation Residency prior to 2023), or
- equivalent experience, defined as at least 2 years post-registration hospital pharmacy experience, in an environment that provides suitable broad foundation experience for the relevant Registrar Training Program practice area (i.e. in a rotational or generalist position).

Other candidates may be suitable, however, if their experience is less than the minimum specified above, the Training Program Site will be asked to provide information on what extra support will be available for the candidate.

SHPA will:

- assess suitability of enrolment as a Registrar candidate for those who are existing staff members at the Training Program Site, or
- review and approve the Registrar Training Program Site's job description for a Registrar Training Program candidate position prior to recruitment.

2. REGISTRAR CANDIDATE APPLICATION PROCESS

Training Program Sites will be responsible for recruiting their Registrar candidates – prospective candidates should refer to the individual pharmacy department's position description and application process.

Examples of prospective Registrar candidate include those who have:

- prior rotational experience in the defined practice pathway, or in a related general area, and are seeking to specialise or advance their practice, or
- been recently recruited to a senior pharmacist / leadership role without significant experience in the practice area and are in a position to undertake a structured Registrar Training Program to support their professional practice and development in their new role.

3. PROGRAM COMMENCEMENT

The Training Program Leader (or delegate) at the Training Program Site will:

- provide induction and orientation to the Registrar candidate and outline their expected roles and responsibilities
- provide the appointed Internal Registrar Mentor with an overview of their role in the program and their relationship with the Registrar candidate
- inform the Registrar candidate, Intern Registrar Mentor and the External Mentor of Registrar Training Program requirements and expectations
- obtain signed Roles and Responsibilities forms from the Registrar candidate and Mentors (see Appendix 2: forms) – a copy is to be retained by the individuals and their workplaces.

The Registrar candidate's direct line manager may be the Registrar Mentor (if internal) or another senior pharmacist in line with the pharmacy department's organisational structure. For Registrar Training Program Sites which utilise a Registrar Mentor from an external organisation, a senior pharmacist within the Registrar candidate's organisation should act as their line manager and be prepared to support the Registrar candidate. This support and responsibilities include support with some assessments, monitoring progress, facilitating opportunities for development and take steps to address the Registrar candidate's wellness.

Actions to support the Registrar candidate's wellness in the workplace could include, for example:

- assisting with the planning of landmark activities over the calendar year, to distribute the workload (e.g. scheduling workplace assessments / journal club etc away from conferences),
- encouraging the forward planning of leave (including annual leave, study leave, accrued / rostered days off), as practical, to encourage necessary rest and recovery,
- awareness of the Pharmacist Support Service: <https://supportforpharmacists.org.au/>

The Training Program Leader, Registrar Mentor and Registrar candidate will register with SHPA (and provide SHPA with a copy of the signed Roles and Responsibilities forms). Registration provides access to ANZCAP, online resources, discussion forums and a submissions and tracking tool for Training Program requirements.

REGISTRAR TRAINING PROGRAM REQUIREMENTS

Descriptions of the assessments and activities for Registrar Training Program pathways are found in the Registrar Training Program Assessment and Activities Framework (below).

- ‘Direct patient care pathways’ include:

Cardiology	Critical Care
Emergency Medicine	General Medicine
Geriatric Medicine	Infectious diseases*
Mental Health	Nephrology
Neurology	Oncology and Haematology
Paediatrics and Neonatology	Palliative Care
Respiratory	Rural and Remote - Generalist
Surgery and Perioperative Medicine	Transitions of Care and Primary Care
Women’s and Newborn Health	

* Unless the role is predominantly Governance / Quality Use of Medicines / Stewardship-focused

Registrar candidates in ‘direct patient care pathways’ are expected to perform ward or clinic-based clinical pharmacy services as their primary function, with additional leadership and management responsibilities (such as guideline development, active membership in working groups / committees) and research and education (supervision of learners, involvement in education within and external to the pharmacy department, project work).

- ‘All other pathways’ refers to operational, clinical support and other practice areas. Pathways include:

Clinical Trials	Compounding Services
Dispensing and Distribution	Education and Educational Visiting
Electronic Medication Management	Leadership and Management
Medication Safety	Medicines Information
Pain Management*	

* If the role is predominantly Governance / Quality Use of Medicines / Stewardship-focused

Some practice areas may cross these two categories. SHPA will assist the site in identifying the most suitable set of curricular experiences.

REGISTRAR TRAINING PROGRAM ASSESSMENT AND ACTIVITIES FRAMEWORK

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
<p>Documentation of Internal Registrar Mentor meetings Objective: To provide a summary of the Registrar candidate's progress and complement their professional development plan throughout the program. Both the Registrar candidate and the Internal Registrar Mentor can use this as a tracking tool for the program. Meetings may be in person or remote as practicable.</p> <p>Description of activity: The Registrar candidate is responsible for maintaining an up-to-date record of mentor meetings using SHPA tool provided (or similar in-house templates if available).</p> <p>Frequency: monthly meetings (total 24 across the 2-year training program)</p> <p>Collaborator for the Collaborative Manager Report LX must be the Internal Registrar Mentor.</p>		<p>As identified by the individual Registrar candidate and Registrar Mentor</p>	<p>ANZCAP Learning Experience: Collaborative Manager Report (x 1)*</p> <p>*Supporting evidence for the LX should be a compilation of the minutes for all meetings held across the training program. Appendix 1: Tools and templates (i) Milestone meetings and progress tool</p>
<p>SHPA Specialty Practice Interest or Practice Group/s membership Objectives:</p> <ol style="list-style-type: none"> To facilitate opportunities for the Registrar candidate to participate and contribute to priorities of the practice area; For the Registrar candidate to demonstrate their commitment and contribution to leading practice. <p>Description of activity: The Registrar candidate must join an SHPA Specialty Practice Interest Group (or Groups) relevant to their Registrar Training Program pathway. Registrar candidates are also strongly encouraged to apply for membership of the relevant Practice Group when they meet the eligibility criteria (12 months continuous SHPA membership, relevant experience in the practice area). The Registrar candidate is also expected to actively share and contribute to discussions / meetings / forums in line with the group's Terms of Reference.</p>		<p>2.2.2 – Engage in teamwork and consultation 2.3.1 – Use appropriate communication skills 4.1.3 – Display self-motivation, an innovative mindset and motivate others 4.3.3 – Encourage, influence and facilitate change 4.3.4 – Serve as a role model, coach and mentor for others 4.7.1 – Understand and contribute to organisational / corporate and clinical governance 4.7.2 – Support and assist implementation of healthcare priorities</p>	<p>Self-enrol in Specialty Practice Interest Groups. Applications for Practice Group/s are submitted using this web form</p>

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
Frequency: ongoing		4.7.4 – Contribute to professional activities planning with consideration of strategic context	
<p><u>Participation in organisational / clinical governance committees</u></p> <p>Objective: To facilitate opportunities for the Registrar candidate to impact local policy and program development and contribute to organisational governance (including risk management).</p> <p>Description of activity: The Registrar candidate will have an active involvement in a governance committee (e.g. one that aligns with National Safety and Quality Health Service (NSQHS) Standards, ACSQHC safety and quality areas, strategic goals of the organisation or department). The Registrar candidate can also participate in quality and risk management activities such as incident reviews or intervention reporting. Minutes and actions demonstrating involvement are to be collected by the Registrar candidate as evidence of contribution.</p> <p>Depending on the Registrar Training Program Site, meeting ‘observer’ rather than membership status may be negotiated.</p> <p>Collaborator for the Collaborative DONCS LX may be Internal Registrar Mentor, External Mentor, Training Program Lead or other senior pharmacist/health professional who is also a member of the committee or working group.</p> <p>Documentation of the Collaborative DONCS LX should occur at the end of the committee membership or after membership has been held for a significant period to reflect Registrar candidates' impact in the role.</p> <p>Frequency: longitudinal (minimum of 6 months membership in one committee).</p>		<p>1.5.1 – Apply expert knowledge and skills</p> <p>1.5.2 – Use reasoning and judgment</p> <p>1.5.3 – Demonstrate accountability and responsibility</p> <p>1.5.4 – Use professional autonomy</p> <p>2.2.2 – Engage in teamwork and consultation</p> <p>2.3.1 – Use appropriate communication skills</p> <p>4.1.3 – Display self motivation, an innovative mindset and motivate others</p> <p>4.3.1 – Inspire a strategic vision and common purpose</p> <p>4.3.2 – Foster initiative and contribute to innovation, improvement and service development</p> <p>4.7.1 – Understand and contribute to organisational / corporate and clinical governance</p> <p>4.7.2 – Support and assist implementation of healthcare priorities</p> <p>4.7.4 – Contribute to professional activities planning with consideration of strategic context</p> <p>4.7.5 – Apply and monitor standards of practice</p>	<p>ANZCAP Learning Experience:</p> <p>Collaborative Direct Observation of Non-Clinical Skills (DONCS) (x 1)</p>

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
		4.7.7 – Contribute to effective management of risk, including threats to service continuity	
<p><u>Attendance at a conference / seminar relevant to the area of practice</u> Objective: To support the Registrar candidate's professional development.</p> <p>Description of activity:</p> <ul style="list-style-type: none"> the Registrar candidate can attend a pharmacy or non-pharmacy (e.g. medical, multi-disciplinary, leadership, specialty) seminar or conference relevant to competencies identified in the Registrar candidate's CPD plan in the second year of the Registrar Training Program, the Registrar candidate can complete a placement (minimum 1-week duration) with another centre of excellence (i.e. a workplace with a practice area and experienced staff member/s directly or closely aligned to the Registrar candidate's pathway) or with the Registrar Mentor (if offsite), in lieu of attending a conference / seminar. Arrangement of placements is to be made between the Registrar Training Site and host site/s. the Registrar candidate will share their learning from the seminar or conference or placement with key members within their pharmacy department <p>Frequency: once per year (total 2 across the training program)</p>		As per conference / seminar / placement activities	ANZCAP Learning Experience: Conference/Seminar report (x 2)
<p><u>ClinCAT®</u> Objective: To facilitate peer evaluation of a Registrar candidate's performance through a snapshot of their day-to-day practice.</p> <p>Description of activity: extended observation of a Registrar candidate's practice (usual daily workflow) followed by feedback session. Conducted by a certified ClinCAT® evaluator. Duration of observation can be 1- to 2- hours or longer for the evaluator to obtain a sufficient overview of the Registrar candidate's usual practice.</p>		1.5.1 – Apply expert knowledge and skills 1.5.2 – Use reasoning and judgment 1.5.3 – Demonstrate accountability and responsibility 1.5.4 – Use professional autonomy 2.2.2 – Engage in teamwork and consultation 2.3.1 – Use appropriate communication skills	ANZCAP Learning Experience: Collaborative Professional Practice Assessment tool (x 2)

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
<p>Frequency: once per year (total 2 across the training program)*</p> <p>*Ideally first ClinCAT would occur within the first 3 months of the training program to provide baseline feedback</p> <p>Collaborator for the Collaborative Professional Practice Assessment tool LX must be a trained ClinCAT evaluator who is the Internal Registrar Mentor, External Mentor, Training Program Lead or other senior pharmacist within the organisation.</p>			
<p>Mini-CEX Objective: To facilitate exploration of the Registrar candidate's critical thinking and problem-solving skills.</p> <p>Description of activity: Direct observation assessment of a Registrar candidate's practice in the clinical setting. Duration of activity: 20-30 minutes (including feedback).</p> <p>Frequency: Minimum every 3 months (total 8 across the training program)</p> <p>Collaborator for the Collaborative Mini-CEX or DOPs LX must be the approved Internal Registrar Mentor or another senior pharmacist with equivalent experience within the organisation.</p> <p>One of the final-year mini-CEX or DOPs will include additional collaborators who</p>	<p>Direct Observation of Practical Skills Objective: To facilitate exploration of the Registrar candidate's critical thinking and problem-solving skills.</p> <p>Description of activity: Direct observation assessment of a Registrar candidate's practice. Duration of activity: 20-30 minutes (including feedback).</p> <p>Frequency: Minimum every 3 months (total 8 across the training program)</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Dispensing and distribution; Compounding services: observing a team huddle / meeting; allocation of tasks and coordinating workflow; error / risk management • Medication safety, medicines evaluation, stewardship: 	<p>1.5.1 – Apply expert knowledge and skills 1.5.2 – Use reasoning and judgment 1.5.3 – Demonstrate accountability and responsibility 1.5.4 – Use professional autonomy 2.3.1 – Use appropriate communication skills</p>	<p>ANZCAP Learning Experience:</p> <p>Collaborative Mini-CEX (x 8)</p> <p>OR</p> <p>Collaborative DOPs (x 8)</p>

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
<p>are: another health professional (e.g. consultant physician, Nurse Unit Manager) and an external pharmacist recognised as a leader or expert in the practice area.</p> <p>Examples include:</p> <ul style="list-style-type: none"> observing a direct Registrar candidate-patient interaction (e.g. detailed medication counselling) assessing the Registrar candidate's clinical review of a patient, problem solving and decision-making process <p>Note: Some activities for indirect patient care / operational pathways may be observed as a Mini-CEX (if the focus of the activity is centred on the Registrar candidate's application of clinical skills in an episode of patient care).</p>	<p>observing process of responding to a non-formulary request; management of stock shortage; error / risk management; conducting an audit; writing or reviewing a policy, procedure or guideline</p> <ul style="list-style-type: none"> Medicines information: observing an episode of taking a complex MI enquiry and formulating a response, with a focus on procedural elements. Activity assesses: history taking, communication skills, problem solving skills and clinical judgement, organisation, time management, professionalism Leadership and management: observing a team-based discussion / meeting where the Registrar candidate leads; observing Registrar candidate giving feedback; error / risk management Clinical trials: observing Registrar candidate coordinate a clinical trial initiation process / CRA visit / trial closure Education and educational visiting: observing Registrar 		

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
	<p>candidate giving feedback; supervision of students / interns</p> <ul style="list-style-type: none"> • Electronic medication management (EMM): observing Registrar candidates negotiating with stakeholders (e.g. EMM updates and functionalities) 		
<p>Case-based discussion Objective: To retrospectively assess the Registrar candidate's problem solving and judgement, application of knowledge through the review of a clinical or non-clinical case / scenario which involved the Registrar candidate.</p> <p>Description of activity: Discussion between Registrar candidate and Mentor on a retrospective case that was managed by the Registrar candidate – what occurred, reasons for actions. Duration of activity: 30-40 minutes (including feedback).</p> <p>Frequency: Minimum of 6 discussions during program (with at least 2 cases assessed as Medium Complexity and at least 2 cases assessed as High Complexity)</p> <p>Collaborator for the Collaborative CBD LX must be the approved Internal Registrar Mentor or another senior pharmacist with equivalent experience within the organisation.</p> <p>One of the final-year case-based discussions will include additional collaborators consisting of:</p> <ul style="list-style-type: none"> • an external pharmacist recognised as an expert in the field, and • another health professional (e.g. consultant physician). <p>Examples for indirect patient pathway CBD may include:</p> <ul style="list-style-type: none"> • Dispensing and distribution; compounding services: review of complex case / intervention, negotiation with other health professionals 		<p>1.5.1 – Apply expert knowledge and skills 1.5.2 – Use reasoning and judgement 1.5.3 – Demonstrate accountability and responsibility 1.5.4 – Use professional autonomy 2.3.1 – Use appropriate communication skills</p>	<p>ANZCAP Learning Experience: Collaborative Case Based Discussion (x 6)</p>

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
<ul style="list-style-type: none"> • Medication safety: discussing rationale for design, implementation, or evaluation of a medication safety intervention • Medicines evaluation: discussing a complex non-formulary application with review of limited evidence and Registrar candidate's decision-making process • Medicines information: discussing a complex MI enquiry • Leadership and management: discussing an incident addressed by the Registrar candidate; an instance of giving or receiving feedback and how that was managed; an example of a difficult conversation • Clinical trials: discussing the Registrar candidate's role in new trial initiation, handling negotiations with external parties / departments, management of temperature excursions / risks / deviations from protocol • Education and educational visiting: observing an instance of giving or receiving feedback and how that was managed; an example of a difficult conversation • Electronic medication management: discussing identification and / or resolution of a clinical risk in the system 			
<p><u>Case study presentation</u> Objective: To demonstrate the Registrar candidate's communication skills in presenting a case and providing a set of learning objectives to a larger group / audience. The case should also demonstrate the Registrar candidate's problem solving and professional judgement, application of knowledge.</p> <p>Description of activity: Case presentation to the pharmacy department or other health professionals (nurses, medical staff, allied health). Feedback / evaluations of the presentation should be obtained from the audience. Presentation must be fully developed by the Registrar candidate.</p> <p>Collaborator for the Collaborative case presentation LX may be the Internal Registrar Mentor, External Mentor or other senior pharmacist/health professional from the within Registrar candidate's clinical or service team.</p>		<p>1.5.1 – Apply expert knowledge and skills 1.5.2 – Use reasoning and judgement 1.5.4 – Use professional autonomy 2.3.1 – Use appropriate communication skills 5.2.3 – Undertake critical evaluation activities</p>	<p>ANZCAP Learning Experience: Collaborative Case Presentation (x 2)</p>

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
<p>Frequency: Minimum once a year (total 2 across the training program)</p>			
<p><u>Journal club presentation</u> Objective: To demonstrate the Registrar candidate's critical evaluation skills in appraising evidence and applying this evidence in practice.</p> <p>Description of activity: Journal club or journal-club-style presentation to the pharmacy department or other health professionals in practice area. This could include leading a 'Practice in focus' or similar online journal club activity via the SHPA Specialty Practice Group.</p> <p>Frequency: Minimum once a year (total 2 across the training program)</p> <p>Collaborator for the Collaborative journal club presentation LX may be the Internal Registrar Mentor, External Mentor or other senior pharmacist/health professional from the within Registrar candidate's clinical or service team.</p>		<p>1.5.1 – Apply expert knowledge and skills 1.5.2 – Use reasoning and judgement 1.5.4 – Use professional autonomy 2.3.1 – Use appropriate communication skills 5.2.3 – Undertake critical evaluation activities</p>	<p>ANZCAP Learning Experience: Collaborative Journal Club Presentation (x 2)</p>
<p><u>Reflective log</u> Objective: To demonstrate the Registrar candidate's reflective skills and ability to learn from past experiences.</p> <p>Description of activity: Written reflections based on the Gibbs' reflective cycle, a model to assist with reflecting on experiences and learning through the exploration of a given situation.^{1,2}</p> <p>Frequency: Minimum one reflection every 2 months (total 12 across the training program)</p> <p><small>¹Gibbs G. Learning by Doing: A guide to teaching and learning methods (1988) [Internet]. Oxford: Oxford Centre for Staff and Learning Development, Oxford Brookes University; 2013 [cited 2019 Jun 3]. 134 p.</small></p>		<p>1.5.1 – Apply expert knowledge and skills 1.5.2 – Use reasoning and judgement 1.5.3 – Demonstrate accountability and responsibility 1.5.4 – Use professional autonomy 2.2.2 – Engage in teamwork and consultation 2.3.1 – Use appropriate communication skills</p>	<p>ANZCAP Learning Experience: Autonomous Reflective Report (x 12)</p>

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
<p>Available from: https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf</p> <p>²The University of Edinburgh. Reflection toolkit: Gibbs' reflective cycle [Internet]. Scotland UK: The University of Edinburgh; 2019 [updated 2019 Mar 20; cited 2019 Jun 3]. Available from: https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle</p>			
<p>Multisource feedback / mini-PAT Objective: To provide feedback on routine performance and impact of the Registrar candidate's services / practice.</p> <p>Frequency: Total 3 across the 2-year training program*</p> <p>*Suggested timepoints across the 2 years are: 6 months, at conclusion of breadth rotation and at 24-month mark.</p> <p>Collaborator for the Collaborative Peer Assessment LX may be the Internal Registrar Mentor or Training Program Lead.</p> <p>Examples of suitable peer assessors include:</p> <ul style="list-style-type: none"> • pharmacy (staff within and external to the organisation) – immediate supervisor, Director of Pharmacy / Associate Directors, other pharmacists, students, intern pharmacists, pharmacy assistants / technicians, Resident candidates • medical staff – consultant, registrar, resident medical officer, medical intern • nursing staff – Nurse Unit Manager, Nurse Team Leader • allied health professionals • research department staff • pharmaceutical company representatives • safety, quality and governance officers • clinical trials team – e.g. clinical research associates, principal investigators, clinical trials nurses and support staff 		<p>1.5.1 – Apply expert knowledge and skills 1.5.2 – Use reasoning and judgement 1.5.3 – Demonstrate accountability and responsibility 1.5.4 – Use professional autonomy 2.2.2 – Engage in teamwork and consultation 2.3.1 – Use appropriate communication skills 4.1.3 – Display self-motivation, an innovative mindset and motivate others 4.3.4 – Serve as a role model, coach and mentor for others 4.7.5 – Apply and monitor standards of practice 4.7.6 – Work across service delivery boundaries</p>	<p>ANZCAP Learning Experience: Collaborative Peer Assessment (x 3)*</p> <p>*See appendix for Mini-PAT tool – instructions for use</p>

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
<ul style="list-style-type: none"> university / faculty staff 			
<p>Research Project The Registrar candidate will:</p> <ul style="list-style-type: none"> conduct a research project – the Registrar candidate may undertake the project with guidance from a research supervisor or team <ul style="list-style-type: none"> the Registrar candidate is expected to make substantial contributions to the project as appropriate, through development of the research protocol, ethics application, or the acquisition or analysis of data (or a combination of the above project elements) establish interprofessional links in conducting research supervise junior staff / students / interns / technicians in the project data collection / analysis, if possible and appropriate submit an abstract related to the project topic/ theme to a conference* and Complete a research manuscript that has incorporate feedback from the research team and documented timeline for submission to a journal for publication after program completion (could include varied content formats e.g. the full project or a component / aspect of the larger project)* <p>*This is acknowledging that if the Registrar candidate is completing a large-scale project, elements of the project can be submitted during their Registrar Training Program if the full project will not be completed during the 2 years.</p> <p>Frequency: once per residency (longitudinal)</p> <p>Collaborator for the Collaborative Research Activity LX may be the Internal Registrar Mentor or another senior pharmacist with equivalent experience within the research team or organisations research committee.</p> <p>SHPA will accept projects completed prior to the Registrar Training Program OR a project currently in progress (e.g. as a component of a master’s degree) if:</p>		<p>1.5.1 – Apply expert knowledge and skills 1.5.2 – Use reasoning and judgement 1.5.3 – Demonstrate accountability and responsibility 1.5.4 – Use professional autonomy 2.2.2 – Engage in teamwork and consultation 2.3.1 – Use appropriate communication skills 4.3.1 – Inspire a strategic vision and common purpose 4.3.2 – Foster initiative and contribute to innovation, improvement and service development 4.3.3 – Encourage, influence and facilitate change 4.3.4 – Serve as a role model, coach and mentor for others 4.5.3 – Contribute to the effective and efficient use of resources 4.7.1 – Understand and contribute to organisational / corporate and clinical governance 4.7.2 – Support and assist implementation of healthcare priorities 4.7.3 – Undertake project management 4.7.4 – Contribute to professional activities planning with consideration of strategic context 5.1.4 – Link practice and education</p>	<p>ANZCAP Learning Experience:</p> <p>Collaborative Research Activity (Research proposal)</p> <p>Collaborative Research Activity (Research manuscript)</p> <p>Endorsed Conference research activity (x 1)</p>

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
<ul style="list-style-type: none"> all above requirements have been met by the project, the project is in the relevant Registrar Training Program practice area, and the project was completed within the last two years. <p>Project ideas will be reviewed and signed off by SHPA (with input from relevant Leadership Committees if required) for each Registrar candidate.</p> <p>SHPA will facilitate a research symposium for Registrar candidates in the second year of their program to present their projects as a poster with a 3-minute lightning talk.</p>		5.2.1 – Establish research partnerships 5.2.2 – Identify gaps in the evidence-base 5.2.3 – Undertake critical evaluation activities 5.2.4 – Design and deliver research projects to address gaps in the evidence base and identify areas for innovation and advances in practice 5.2.5 – Supervise others undertaking research 5.3.3 – Apply research and evidence in practice	
<p>Education The Registrar candidate will:</p> <ul style="list-style-type: none"> have supervisory or educational responsibilities for students, interns or more junior pharmacists / Resident candidates <ul style="list-style-type: none"> frequency: minimum 6 weeks accrued per year LX: Collaborative supervision report (x 2) develop a workplace program e.g. orientation for staff new to area, and plan / assess / seek feedback to review or enhance this program <ul style="list-style-type: none"> Preferably in the Registrar candidate's area of practice, however program development elsewhere within the department / organisation is suitable if a gap / area for improvement has been identified frequency: minimum once per training program LX: Collaborative Quality Improvement Project (QiPAT) contribute to the design or delivery of a course of education external to their workplace – for example university or SHPA webinars / CPD events <ul style="list-style-type: none"> task self-driven by Registrar candidate the Registrar candidate is expected to contact SHPA if they have difficulties finding appropriate opportunities after 8 months frequency: minimum once per training program 		2.2.2 – Engage in teamwork and consultation 2.3.1 – Use appropriate communication skills 4.1.3 – Display self-motivation, an innovative mindset and motivate others 4.3.4 – Serve as a role model, coach and mentor for others 4.6.4 – Develop personnel and promote improved performance 5.1.2 – Conduct education and training consistent with educational practice 5.1.3 – Contribute to continuing professional development of others 5.1.4 – Link practice and education	<p>ANZCAP Learning Experience:</p> <p>Collaborative supervision report (x 2)</p> <p>Collaborative Quality Improvement Project (QiPAT)</p> <p>Collaborative education development and/or delivery (TEACH) (x 2)</p>

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
<ul style="list-style-type: none"> ○ LX: Collaborative education development and/or delivery (TEACH) ● develop education material for other health professionals (e.g. nursing, medical, allied health) / contribution to interprofessional learning <ul style="list-style-type: none"> ○ task self-driven by Registrar candidate – Registrar candidate to be self-directed in identifying area of need and developing material ○ the Registrar candidate is expected to plan and review the impact / efficacy of the education material via feedback ○ the content must be original work by the Registrar candidate or a significant revision of existing material ○ frequency: minimum once per training program ○ LX: Collaborative education development and/or delivery (TEACH) 			
<p><u>Performance management</u> The Registrar candidate will:</p> <ul style="list-style-type: none"> ● be responsible for the performance review and feedback for a more junior staff member in the practice area, technician, etc: <ul style="list-style-type: none"> ○ where the Registrar candidate's position does not carry line management responsibilities for others, suitable activities include: <ul style="list-style-type: none"> ▪ line management of an intern pharmacist (if the Registrar candidate can take full preceptorship responsibilities for the duration of the intern's training), ▪ assisting senior staff in the department in performance management activities (if appropriate with the Registrar candidate's role and the department's standards / expectations) ○ frequency: involvement in line management or performance review for at least one staff member during residency ○ LX: Collaborative LEADER ● develop and / or maintain and / or update KPIs and monitor performance for the team <ul style="list-style-type: none"> ○ LX: Collaborative LEADER 		<p>1.5.1 – Apply expert knowledge and skills 1.5.3 – Demonstrate accountability and responsibility 2.2.2 – Engage in teamwork and consultation 2.3.1 – Use appropriate communication skills 4.1.3 – Display self-motivation, an innovative mindset and motivate others 4.3.1 – Inspire a strategic vision and common purpose 4.3.2 – Foster initiative and contribute to innovation, improvement and service development 4.3.3 – Encourage, influence and facilitate change 4.3.4 – Serve as a role model, coach and mentor for others 4.6.4 – Develop personnel and promote improved performance</p>	<p>ANZCAP Learning Experience: Collaborative LEADER (x 2)</p>

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
<p>Frequency: across a timeframe of at least 3 months during training program</p> <p>Collaborator for the Collaborative LEADER LX may be the Internal Registrar Mentor or another senior pharmacist with equivalent experience within the organisation.</p>		<p>4.7.1 – Understand and contribute to organisational / corporate and clinical governance</p> <p>4.7.2 – Support and assist implementation of healthcare priorities</p> <p>4.7.4 – Contribute to professional activities planning with consideration of strategic context</p> <p>4.7.5 – Apply and monitor standards of practice</p> <p>4.7.7 – Contribute to effective management of risk, including threats to service continuity</p>	
<p><u>Guideline development and review</u></p> <p>The Registrar candidate participates in:</p> <ul style="list-style-type: none"> • new local guideline development for the area of practice and / or significant review of existing guideline <p>Examples include:</p> <ul style="list-style-type: none"> • local operating procedures for pharmacy activities (clinical services, dispensary, aseptics / production services, clinical trials, training / orientation) <ul style="list-style-type: none"> ○ clinical practice guidelines <p>Frequency: minimum once per training program</p> <p>Collaborator for the Collaborative DONCS LX may be the Internal Registrar Mentor or another senior pharmacist with equivalent experience within the organisation.</p>		<p>1.5.1 – Apply expert knowledge and skills</p> <p>1.5.2 – Use reasoning and judgement</p> <p>1.5.3 – Demonstrate accountability and responsibility</p> <p>2.3.1 – Use appropriate communication skills</p> <p>4.3.1 – Inspire a strategic vision and common purpose</p> <p>4.3.2 – Foster initiative and contribute to innovation, improvement and service development</p> <p>4.3.3 – Encourage, influence and facilitate change</p> <p>4.7.1 – Understand and contribute to organisational / corporate and clinical governance</p>	<p>ANZCAP Learning Experience:</p> <p>Collaborative Direct Observation of Non-Clinical Skills (DONCS) (x 1)</p>

Direct patient care pathway activity	All other pathways (indirect patient care, operational) activity	Competencies addressed	ANZCAP Learning Experiences (LX) required for inclusion to the Registrar Recognition Portfolio
		4.7.2 – Support and assist implementation of healthcare priorities 4.7.4 – Contribute to professional activities planning with consideration of strategic context 4.7.5 – Apply and monitor standards of practice 4.7.7 – Contribute to effective management of risk, including threats to service continuity 5.2.3 – Undertake critical evaluation activities 5.3.3 – Apply research and evidence in practice	

Note: the Registrar Training program does not preclude a Registrar candidate from completing or commencing external courses of study (e.g. post-graduate degree) concurrent to the Registrar Training Program, though overall workload issues must be taken into consideration.

REGISTRAR TRAINING PROGRAM COMPLETION

The Registrar candidate will complete the Registrar Training Program requirements via the ANZCAP digital platform. The ANZCAP platform allows Registrar Training Program requirements to be completed as Learning Experiences (LX) and saved in the LX Library.

SHPA will review the submitted evidence at the completion of the training program recognition portfolio to ensure minimum requirements of the program have been met.

Registrar candidates will be issued with a certificate of SHPA Registrar Training Program completion once all documents have been submitted along with the signed Registrar Training Program completion declaration. Registrar candidates will have a completed Registrar Recognition Portfolio that will be ready for submission for ANZCAP Registrar recognition at the discretion of the individual.

A summary of the Registrar Training Program Assessments mapped to the ANZCAP Learning Experience is listed below:

Registrar Training Program Assessment	ANZCAP Learning Experience*
Documentation of mentor meetings	Collaborative Manager Report (x 1)
Attendance at conferences / seminars (x 2)	Conference/Seminar report (x 2)
ClinCATs ® (x 2)	Professional Practice Assessment tool (x 2)
Mini-CEX or DOPS (x 8)	Collaborative Mini-CEX or Collaborative DOPS (x 8)
Case-based discussion (x 6)	Collaborative Case-based discussion (x 6)
Case Presentation (x 2)	Collaborative Case Presentation (x 2)
Journal Club Presentation (x 2)	Collaborative Journal Club Presentation (x 2)
Reflective logs (x 12)	Autonomous Reflective Report (x 12)
Multi-source peer feedback/Mini-PAT reports (x 3)	Collaborative Peer Assessment (x 3)
Research Proposal (x 1)	Collaborative Research Activity (x 1)
Research Manuscript (x 1)	Collaborative Research Activity (x 1)
Research project conference abstract, poster or presentation (x 1)	Conference Research Activity (x 1)
Evidence of teaching (student / learner feedback)	Collaborative Supervision Report (x 2)
Evidence of development / provision of external education	Collaborative education development and/or delivery (TEACH) (x 1)
Evidence of education to other health professionals	Collaborative education development and/or delivery (TEACH) (x 1)
Evidence of education program / material developed for the pharmacy department	Collaborative Quality Improvement Project (QiPAT) (x 1)
Evidence of staff performance management / monitoring	Collaborative LEADER (x 1)
Evidence of service performance/monitoring	Collaborative LEADER (x 1)

Evidence of guideline development and / or review	Collaborative Direct Observation of Non-Clinical Skills (DONCS) (x 1)
Evidence of involvement in organisational governance committee meetings	Collaborative Direct Observation of Non-Clinical Skills (DONCS) (x 1)
Total 50 Assessments/Learning Experiences	

* Site specific Registrar Training Program templates may be used and included in the relevant ANZCAP Learning Experience.

APPENDIX 1: TOOLS AND TEMPLATES

The following tools & templates can be used to support certain Registrar Training Program Assessments. The completed templates can be included as supporting evidence when validating the associated ANZCAP Learning experience.

i. Milestone meetings and progress template

Activity: Documentation of mentor meetings

ANZCAP Learning Experience: Collaborative Manager Report (attached Milestone meeting and progress tool as supporting evidence)

Collaborator: Internal Registrar Mentor

Objective: To provide a summary of the Registrar candidate's progress and complement their professional development plan throughout the program. Both the Registrar candidate and the Internal Registrar Mentor can use this as a tracking tool for the program.

Description of activity: The Registrar candidate is responsible for maintaining an up-to-date record of mentor meetings using SHPA template provided (or similar in-house templates if available). The Registrar candidate and Internal Registrar Mentor will sign off the document after each meeting.

Who will use:

- Registrar candidate
- Internal Registrar Mentor

Frequency: Monthly mentor meeting (longitudinal use of the milestone meetings and progress tool)

SHPA REGISTRAR TRAINING PROGRAM

MILESTONE MEETINGS AND PROGRESS TEMPLATE

Identify your knowledge / practice gaps and areas for professional development.

Express these as SMART goals in the table below (add a new line for each goal) and discuss these with your Internal Registrar Mentor.

PERSONAL LEARNING OBJECTIVES / PROFESSIONAL DEVELOPMENT ACTIONS				
SPECIFIC	MEASURABLE	ATTAINABLE	RELEVANT/REALISTIC	TIMELY

Registrar candidate - Internal Registrar Mentor record of discussions (electronic signatures suitable)

DATE	TOPICS DISCUSSED <small>(e.g. personal learning objectives, cases, reflections, project work, portfolio development, leadership & management skill development)</small>	LEARNING OUTCOMES ADDRESSED/ACHIEVED	FOLLOW-UP ACTIONS	SIGN OFF (REGISTRAR CANDIDATE)	SIGN OFF (INTERNAL REGISTRAR MENTOR)

ii. Presentation evaluation and feedback survey

ANZCAP Learning Experience:

- Collaborative Case Presentation
- Collaborative Journal Club Presentation
- Collaborative education development and/or delivery (TEACH)

Collaborator: Internal Registrar Mentor, or External Mentor or other senior pharmacist/health professional from the within Registrar candidate's clinical or service team.

Activity:

- Case study presentation
- Journal club presentation
- Education: developing education material for other health professionals (e.g. nursing, medical, allied health) / contributing to interprofessional learning

Objective of the activity:

- Case study presentation: To demonstrate the Registrar candidate's communication skills in presenting a case or topic for education and providing a set of learning points / objectives to a larger group / audience. The case / topic should also demonstrate the Registrar candidate's decision making and application of knowledge.
- Journal club presentation: To demonstrate the Registrar candidate's critical evaluation skills in appraising primary evidence and applying this evidence in practice.
- Education to other health professionals / contributing to interprofessional learning: To demonstrate the Registrar candidate's engagement with local practice and contributing to the educational needs of other health professionals
 - The Registrar candidate is expected to plan and review the impact / efficacy of the education material via feedback

Description of activity: Presentation to the pharmacy department or other health professionals (nurses, medical staff, allied health). Feedback / evaluations of the presentation should be obtained from the audience. Presentation must be fully developed by the Registrar candidate.

Duration of activity: 30-60 minutes.

Frequency of activity:

- Case study presentation: Minimum once a year
- Journal club presentation: Minimum once a year
- Education to other health professionals / contributing to interprofessional learning: Minimum once per residency

Objective of the tool: To provide Registrar candidate with feedback on their presentations to a wider audience. The survey provides an evaluation of the Registrar candidate's communication and presentation skills, their ability to structure and develop content appropriate to the audience and the perceived relevance / impact on practice of their presentation. The tool can be printed or incorporated into an online survey platform at the discretion of the SHPA-approved Training Program Site.

Who will use:

- Registrar mentor
- Presentation audience / attendees

SHPA REGISTRAR TRAINING PROGRAM

PRESENTATION EVALUATION AND FEEDBACK SURVEY

Thank you for completing this evaluation. Your feedback is highly valued!

1. Presentation title:

2. Presenter(s):

3. Please indicate the extent to which you agree or disagree with each statement (tick the relevant box).

The content:

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Was relevant to my clinical practice needs					
Was based on credible, up-to-date information					
Was well organized and structured					
Adequately addressed the topic					
Was easy to understand					

The presenter:

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Was well prepared					
Was knowledgeable of the subject matter					
Engaged the participants in learning					
Related program content to practical situations					

4. What knowledge/skills have you gained about the topics presented?

5. How would you apply what you have learned to your work?

6. What did you like best about the presentation?

7. What changes would make the presentation more effective?

8. Any additional comments?

iii. Mini-PAT tool – instructions for use

Online mini-PAT: SHPA will make a mini-PAT tool available to Registrar candidate

Activity: Multisource feedback / mini-PAT

Objective of the activity: To provide feedback on routine performance and impact of the Registrar candidate's services / practice.

Description of activity: The mini-PAT is a peer-assessment tool, a form of multi-source feedback or 360 degree assessment. It provides feedback on an individual's professional performance, skills, attitude and behaviour. The mini-PAT comprises both a self-assessment conducted by the Registrar candidate and the collated ratings from a range of the Registrar candidate's peers / co-workers, using the same structured mini-PAT questionnaire. Nominated co-worker's feedback is collated by SHPA and de-identified.

Frequency of activity: 3 across the 2 year training program

Who will use:

- Registrar candidate
- Peer assessors
- Registrar Mentor(s) / Registrar candidate's Line Manager (to facilitate feedback)

SHPA ADVANCED TRAINING RESIDENCY PROGRAM

INSTRUCTIONS FOR USING ONLINE MINI-PAT

INTRODUCTION:

The mini-PAT is a peer assessment tool, a form of multi-source feedback or 360° assessment. It provides feedback on an individual's professional performance, skills, attitude and behaviour. It forms a key performance evaluation tool as part of the suite of assessments and evaluation within the SHPA Registrar Training Program.

The mini-PAT comprises both a self-assessment by the Registrar candidate and the collated ratings from a range of the Registrar candidate's co-workers (peers), using the same structured mini-PAT questionnaire. Nominated co-workers' feedback is collated and de-identified.

Discussion about the evaluation report with the Registrar Mentor and / or Training Program Lead will assist in identifying areas where the Registrar candidate is performing well, or where further development may be indicated. This can then facilitate the preparation of an action plan for development.

Where there is disparity between the Registrar candidate's self-assessment and the peer evaluation, more detailed discussion may be required to determine the differences in perceptions of performance.

CHOICE OF CO-WORKER (PEER) ASSESSORS:

To begin the process, the Registrar candidate and their Internal Registrar Mentor / Line Manager will agree on a list of suitable peer assessors who can assess the Registrar candidate's performance over the last 6 months. The Registrar candidate must seek verbal or electronic permission from each assessor to be contacted to participate in the mini-PAT review. The Registrar candidate should then provide a finalised list of between six-eight assessors to their Registrar Mentor/Line Manager.

The Registrar Mentor / Line Manager should notify SHPA that a mini-PAT for a specific Registrar candidate has been activated. SHPA will then monitor for incoming evaluations and prepare the final report. Names of the peer assessors are not required, only the total number of expected responses and the Registrar candidate's name.

The choice of assessor is important and depends on the level of experience. Suggested observers for each group are outlined in the table below.

Peer group	Suggested observers
PHARMACY	Team leader
	Immediate supervisor
	Junior pharmacist / Resident candidate / student / intern
	Pharmacy assistant/technician
	Director of Pharmacy
	Deputy / Assistant Director of Pharmacy
MEDICAL	Intern or resident medical officer
	Registrar
	Consultant

NURSING	Nurse Unit Manager, Nurse Team Leader
OTHER	Allied Health Professionals
	Research department staff
	University / Faculty staff
	Clients (external to the organisation)

OBTAINING THE EVALUATION:

An email providing an overview of the mini-PAT process plus a link to the mini-PAT online survey (<https://www.surveymonkey.com/r/ATRminiPAT>) should be sent to each of the nominated observers by the Registrar Mentor / Line Manager / Registrar candidate. The observers should be emailed individually or if sending as a group email, utilising blind copy (Bcc) email function to ensure confidentiality of the process.

After 1 week, a follow-up email may be required to remind observers to complete the assessment.

The SHPA mini-PAT tool allows for the respondent to nominate whether they are completing the evaluation as a self-assessment or as a peer review.

For example email templates, see below.

SHPA COLLATION OF RESULTS:

SHPA will monitor incoming evaluations and collate a CONFIDENTIAL report that will be sent only to the Registrar Mentor / Line Manager. The format of the report will include comments and ratings from the Registrar candidate's self-assessment plus collated comments and ratings (mean score) from the nominated co-worker assessors. All assessor comments and ratings will be de-identified. The confidentiality of the assessor will be strictly maintained.

A minimum of four responses are required for the feedback to be meaningful. If less than four responses are received it may be necessary for the individual to nominate additional assessors.

FEEDBACK:

Feedback between Registrar candidate and Registrar Mentor / Line Manager is crucial and should be provided as soon as possible after receiving the collated report. The Registrar candidate should not see the report until the Registrar Mentor / Line Manager and Registrar candidate meet, although the Registrar candidate should be allowed time to review the report during the feedback session.

Feedback should consist of constructive discussion between the Registrar Mentor / Line Manager and the Registrar candidate and should take around 30 minutes. Discussion should particularly focus on any significant differences between assessors' scores and the Registrar candidate's self-assessment.

The feedback discussion should identify specific areas of strength and enable the individual to build on these. It should also identify key areas for improvement. An action plan for development should be documented.

A copy of the collated feedback report should be retained by the individual as part of their ANZCAP Training Program recognition portfolio.

A feedback form for the individual to complete to rate their experience of the evaluation will automatically appear with the collated feedback report. This should be printed along with the report and the Registrar candidate should complete and return the feedback form (do not return the collated feedback report) to either the Registrar Mentor/Line Manager or to SHPA.

Example email templates

1a. Initial introductory email (if email sent by Registrar candidate)

(best sent as an individual email direct to peer)

Dear colleague,

Thank you for agreeing to be involved in a 360o feedback survey for me.

This survey is a form of multi-source feedback known as a mini-Peer Assessment Tool (mini-PAT). As a co-worker who has had professional interaction me over the last 6 months or more, I'd like to ask you to give feedback on my workplace capabilities and behaviours.

The mini-PAT asks seven key questions and asks you to rate my professional characteristics against these questions and provide specific comment.

The online questionnaire does not ask your name, only your professional classification (e.g. doctor/nurse/pharmacist/ etc.). The final report contains de-identified, collated data and is provided to me to assist in identifying areas where I am performing well, or where further development may be indicated. It will also form part of my application for advancing practice recognition and credentialing.

The online mini-PAT is conducted via the Society of Hospital Pharmacists of Australia (SHPA).

To complete the mini-PAT, please click on the link: <https://www.surveymonkey.com/r/ATRminiPAT>

I kindly ask you to undertake the mini-PAT within 7 days. It should only take 10 minutes to complete.

Kind regards

<Insert name here>

2a. Follow-up generic email (sent by Registrar candidate)

(send 7 days after first email as a reminder. Best as a Bcc email to all nominated peers).

Dear colleague,

Recently I asked you to complete a mini- Peer Assessment (mini-PAT).

If you have already completed the online mini-PAT; thank you!

If you have not yet had a chance to complete the mini-PAT, I ask you to click on the link:
<https://www.surveymonkey.com/r/ATRminiPAT>

It should only take 10 minutes to complete.

The mini-PAT is an important component of my ongoing professional development and overall Registrar Training Program assessments.

Kind regards

<Insert name here>

1b. Initial introductory email (if email sent by Registrar Mentor/Line Manager)

(best sent as an individual email direct to peer)

Dear colleague,

Thank you for your support of <Registrar candidate's full name>'s professional development. As a Registrar candidate completing the Registrar Training Program at <name of hospital/health service>, <Registrar

candidate's first name> undertakes a series of performance evaluations using a range of assessment methods.

One of these performance evaluations is a form of multi-source feedback known as a mini-Peer Assessment (mini-PAT). As a co-worker who has had professional interaction with <Registrar candidate's first name> over the past 6 months or more, I'd like to invite you to provide feedback on their professional performance, skills, attitude and behaviour. The mini-PAT asks seven key questions and asks you to rate <Registrar candidate's first name> professional characteristics against these questions and provide specific comment.

The online questionnaire does not ask your name, only your professional classification (e.g. doctor/nurse/pharmacist/ etc.). The final report contains de-identified, collated data and is provided only to the Registrar candidate and myself to assist in identifying areas where the Registrar candidate is performing well, or where further development may be indicated. The online mini-PAT is conducted via the Society of Hospital Pharmacists of Australia (SHPA).

To complete the mini-PAT, please click on the link: <https://www.surveymonkey.com/r/ATRminiPAT>

I kindly ask you to undertake the mini-PAT within 7 days. It should only take 5 to 10 minutes to complete.

Kind regards

<Registrar Mentor/Line Manager>

2a. Follow-up generic email (sent by Registrar Mentor/Line Manager)

(send 7 days after first email as a reminder. Best as a **Bcc** email to all nominated peers.

Dear colleague,

Recently I asked you to complete a mini- Peer Assessment (mini-PAT) for <Registrar candidate's full name> as part of their professional development performance evaluation. If you have already completed the online mini-PAT; thank you!

If you have not yet had a chance to complete the mini-PAT, I ask you to click on the link:
<https://www.surveymonkey.com/r/ATRminiPAT>

It should only take 5 to 10 minutes to complete.

The mini-PAT is an important component of <Registrar candidate's first name> overall Registrar Training Program assessments.

Thank you for your time.

Kind regards

< Registrar Mentor/Line Manager >

iv. **Feedback of clinical supervision skills**

Activity: The Registrar candidate will have supervisory or educational responsibilities for students, interns or more junior pharmacists / Resident candidates

Frequency of activity: Minimum 6 weeks accrued per year

Objective of this tool: Learners (pharmacy students, intern pharmacists, junior pharmacists) can use this tool to provide feedback to the Registrar candidate on their clinical teaching and supervision skills.

Who will use:

- Learners (students, interns, junior pharmacists)
- Resident candidates

FEEDBACK OF CLINICAL SUPERVISION SKILLS: STUDENT/LEARNER TO COMPLETE

(adapted from the Maastricht Clinical Teaching Questionnaire^{1,2})

Pharmacist's name: _____

Date: _____

Your role (please circle):

Student: 1st year 2nd year 3rd year 4th year

Intern Pharmacist

Junior Pharmacist (including Resident candidates in a Training Program)

Length of time you have worked with this pharmacist (please circle):

< 1 week 1 week 2 weeks > 2 weeks

Please indicate your level of agreement with the following statements.

MODELING – This clinical supervisor:

	Fully disagree 1	2	3	4	Fully agree 5	Unable to comment
Consistently demonstrated how different tasks should be performed						
Clearly explained the important elements for the execution of a given task						
Created sufficient opportunities for me to observe them						
Was a role model as to the kind of health professional I wish to become						

COACHING – This clinical supervisor:

	Fully disagree 1	2	3	4	Fully agree 5	Unable to comment
Observed me multiple times during patient encounters						

Provided me with useful feedback during or following direct observation of patient encounters						
Helped me understand which aspects I needed to improve						
Adjusted teaching activities to my level of experience						
Offered me sufficient opportunities to perform activities independently						
Supported me in activities I find difficult to perform						
Gradually reduced the support given to allow me to perform certain activities more independently						

ARTICULATION – This clinical supervisor:

	Fully disagree 1	2	3	4	Fully agree 5	Unable to comment
Asked me to provide a rationale for my actions						
Helped me to become aware of gaps in my knowledge and skills						
Asked me questions aimed at increasing my understanding						
Encouraged me to ask questions to increase my understanding						
Stimulated me to explore my strengths and weaknesses						
Stimulated me to consider how I might improve my strengths and weaknesses						

EXPLORATION – This clinical supervisor:

	Fully disagree 1	2	3	4	Fully agree 5	Unable to comment
Encouraged me to formulate learning goals						
Encouraged me to pursue my learning goals						
Encouraged me to learn new things						

SAFE LEARNING ENVIRONMENT – This clinical supervisor:

	Fully disagree 1	2	3	4	Fully agree 5	Unable to comment
Created a safe learning environment						
Took sufficient time to supervise me						
Was genuinely interested in me as a learner						
Showed me respect						

Overall, give this clinical supervisor an assessment (1-10) of their clinical teaching performance (10=excellent):

/ 10

What are the strengths of this clinical supervisor?

Which aspects of the performance of this clinical supervisor can be improved?

References:

1. Stalmeijer RE, Dolmans DHJM, Wolfhagen IHAP, Muijtjens AMM, Scherpbier AJJA. The Maastricht Clinical Teaching Questionnaire (MCTQ) as a Valid and Reliable Instrument for the Evaluation of Clinical Teachers. *Academic Medicine*. 2010 Nov;85(11):1732-1738.
<https://doi.org/10.1097/ACM.0b013e3181f554d6>
2. ClinEdAus. Maastricht clinical teaching questionnaire for students [Internet]. Queensland: ClinEdAus; 2019. Available from: <https://www.clinedaus.org.au/topics-view/maastricht-clinical-teaching-questionnaire-for-58>

APPENDIX 2: FORMS

REGISTRAR TRAINING PROGRAM WORKPLAN TEMPLATE

Registrar candidate name:

Training Program Site:

Registrar Training Program pathway:

Dates	Fraction of full time work (e.g. 0.5 FTE)	Classification (e.g Direct Patient Care, Elective)	Description	Months of work at full time equivalent (FTE) rate
From ___/___/___ To ___/___/___				
From ___/___/___ To ___/___/___				
From ___/___/___ To ___/___/___				
From ___/___/___ To ___/___/___				
Total training program duration				24 months

I confirm that this is a correct forward estimation of the Registrar candidate's workplan. I understand that the Registrar candidate and relevant program staff will be provided with a copy of this plan. I endeavour to ensure this workplan is followed as closely as practicable, and to inform SHPA as soon as possible if any changes are anticipated to the plan (see [SHPA Residency Program Rules](#)).

Name: _____ Director of Pharmacy (or equivalent)

Signature: _____

Date: _____

ROLES AND RESPONSIBILITIES OF THE REGISTRAR CANDIDATE

(SHPA REGISTRAR TRAINING PROGRAM)

APPROVED TRAINING PROGRAM SITE:

APPROVED REGISTRAR TRAINING PROGRAM PATHWAY:

DATE OF PROGRAM COMMENCEMENT: _____

EXPECTED DATE OF PROGRAM COMPLETION: _____

1. I acknowledge that the requirements of the SHPA Registrar Training Program have been clearly outlined to me and that I understand the requirements
2. I agree to take responsibility for the outlined requirements and will immediately advise my Internal Registrar Mentor and Training Program Lead of any concerns that will hinder my professional development and attainment of learning outcomes
3. I will complete all core tasks in the agreed time frames

REGISTRAR CANDIDATE NAME:

SIGNATURE:

DATE:

ROLES AND RESPONSIBILITIES OF THE INTERNAL REGISTRAR MENTOR

(SHPA REGISTRAR TRAINING PROGRAM)

APPROVED TRAINING PROGRAM SITE:

APPROVED REGISTRAR TRAINING PROGRAM PATHWAY:

COMMON FRAMEWORK

PRACTICE AREA FRAMEWORK

AGREED DURATION OF INTERNAL REGISTRAR MENTOR ROLE: from ___/___/___ to ___/___/___

The Internal Registrar Mentor is a senior pharmacist responsible for the regular coaching, mentorship and assessment of the Registrar candidate across their two-year program.

Responsibilities of the Internal Registrar Mentor (for activity descriptions, refer to REGISTRAR TRAINING PROGRAM ASSESSMENTS AND ACTIVITIES FRAMEWORK section):

- Meet with the Registrar candidate to discuss cases, reflections, project work, portfolio development, leadership and management opportunities, overall progress with program
 - est. 1-2 hours monthly (in person or virtually) – this should become a routine and frequent ‘check-in’ process
- Be primary assessor for Mini-CEX or Direct Observation of Practice assessments (or delegated to the Registrar candidate’s line manager in a specific area or the clinical educator, if appropriate and agreed by all parties)
 - est. 30 minutes every 3 months (in person)
- Be primary assessor for case-based discussions
 - est. 40 minutes every 4 months (in person or virtually)
- Attend Registrar candidate’s case presentations
 - est. 60 minutes once a year (in person or virtually)
- Attend Registrar candidate’s journal club presentations
 - est. 60 minutes once a year (in person or virtually)
- Provide multisource / mini-PAT feedback to the Registrar candidate
 - est. 30 minutes every 6 months (in person or virtually)
- Provide relevant communication to the Registrar candidate’s line manager (if applicable) and Training Program Lead (proactively or upon request) to support the Registrar candidate’s professional development
- Inform the Training Program Lead and SHPA if there is a change in your ability to maintain the roles and responsibilities of an Internal Registrar Mentor
- Supervise the Registrar candidate’s research program, or assist in the identification of a suitable research topic and support the Registrar candidate in completing this project

Estimated time commitment across the program: 4-5 hours per month

The estimated time allocation for above activities is the target – in practice, actual time spent may vary. This has been factored into the estimated time commitment across the program to provide flexibility.

I, the Internal Registrar Mentor, acknowledge that I have read the Common / Practice Area Framework and understand my roles and responsibilities.

INTERNAL REGISTRAR MENTOR NAME:

SIGNATURE:

DATE:

ROLES AND RESPONSIBILITIES OF THE EXTERNAL REGISTRAR MENTOR

(SHPA REGISTRAR TRAINING PROGRAM)

APPROVED TRAINING PROGRAM SITE:

APPROVED REGISTRAR TRAINING PROGRAM PATHWAY:

AGREED DURATION OF EXTERNAL REGISTRAR MENTOR ROLE: from ___/___/___ to ___/___/___

MENTOR'S ROLE / POSITION AND WORKPLACE: _____

Background:

The SHPA Registrar Training Program is a two-year structured training program for pharmacists designed to develop their practice towards ANZCAP Registrar performance and facilitate specialisation. The aim of the Registrar Training Program is to enable pharmacists to provide expert pharmaceutical care in their defined practice area.

The Registrar candidate will complete a range of workplace-based activities and assessments that support development of knowledge, skills and behaviours towards the requisite practice level.

The Registrar candidate will be supported by an approved senior pharmacist mentor (Internal Registrar Mentor) and an External Registrar Mentor (external to the Registrar candidate's pharmacy department).

The role of the External Registrar Mentor is to provide external support and insight to the Registrar candidate's role in their practice pathway, as well as assurance that the Registrar candidate's performance is in line with expectations for staff in that area.

This mentor should be a specialist medical practitioner or senior nurse / nurse practitioner for Registrar candidates with direct patient care or stewardship roles. Senior staff from other disciplines or a senior pharmacist external to the organisation would be suitable mentors for other Registrar candidate pathways (including but not limited to Leadership and Management, Education services, Compounding services).

Responsibilities of the External Mentor:

- Be an assessor for **at least** one final year mini-CEX or Direct Observation of Practice assessment (duration of one activity est. 30 minutes)
- Be an assessor for **at least** one final year case-based discussion (duration of one activity est. 40 minutes)

The planning and scheduling of the above activities will be made via discussions with the Registrar candidate and the Registrar Internal Mentor (or suitable delegate).

The External Mentor may also be invited to participate in other Registrar Training Program activities as deemed relevant to practice:

- Attending Registrar candidate presentations (e.g. case study / topic presentations, journal club / journal-club-style presentations)
- Complete Multisource feedback / Mini-PAT reviews
- Research project collaboration

I have been given an overview of the Registrar Training Program and understand my role (outlined above).

EXTERNAL MENTOR NAME:

SIGNATURE:

DATE: